

### Sample Scope and Sequence of Professional Learning Engagement

**This overview represents the services for one client of the professional learning partner.**

<b>Curriculum or Content Area</b>	Illustrative Mathematics
<b>Type of Professional Learning</b>	Ongoing Support for Teachers
<b>Total Cost Range<sup>1</sup></b>	<input type="checkbox"/> Less than \$50,000 <input checked="" type="checkbox"/> \$500,001 - \$1,000,000 <input type="checkbox"/> \$50,000 - \$100,000 <input type="checkbox"/> \$1,000,000+ <input type="checkbox"/> \$100,001 - \$500,000
<b>District Context</b>	<p>Large Urban district - More than 100,000 students. We served approximately 100-200 teachers. We also supported several levels of the district system including the Math Director, Instructional Coaches, Principals and teachers.</p> <p>The district is:</p> <ul style="list-style-type: none"> <li>Greater than 20% of English language learners</li> <li>Greater than 20% students with disability</li> <li>Greater than 60% of economically disadvantaged students</li> <li>Greater than 80% students of color</li> </ul> <p>Recognizing that many, if not all, of the teachers were new to the IM curriculum, our approach centered on fostering a learning-centric environment. This entailed building a strong foundation of knowledge and</p>

<sup>1</sup> Includes any travel related expenses, etc.

comfort with the IM curriculum, simultaneously refining coaching practices and establishing robust support systems. Moreover, we cultivated a shared understanding of the theory of action behind – and the use of – the High Quality Instructional Materials (HQIM). Our comprehensive support included fostering Professional Learning Communities, engaging in lesson study, and implementing co-teaching lab classrooms. We collaborated closely with teachers to enhance instruction, cultivate teacher leadership, maintain alignment with instructional quality through strategies like creating a repository of exemplary teacher artifacts and refining observational tools calibration.

ConnectED was prepared to meet the needs of participants in a number of ways. Many of the teacher leaders had worked closely with the team during the Launch phase. ConnectED provided one-on-one coaching to teachers to model coaching approaches. ConnectED facilitators have a depth of experience working with the Math Language Routines.

This partnership aimed to offer ongoing professional learning and assistance to school leaders, instructional leaders, and teachers, enhancing their capacity to effectively implement the Illustrative Mathematics Curriculum. The goals of this project were to: (1) design and deliver a summer institute to onboard new teachers to the curriculum and the district vision for mathematics instruction; (2) provide monthly PL for teachers; (3) support coaches in their work with teachers and site leaders. ConnectED ensured a unified experience for teachers and leaders throughout the collaboration. We initiated introductory sessions with instructional teams, gauging their needs so as to tailor a customized scope of work. After the Initial Implementation, ongoing consultation sessions enabled collaborative goal-setting with district leaders and regular progress assessments of professional learning.

ConnectED conducted learning walks with district and instructional leaders, furnishing real-time feedback to teachers and gathering pertinent progress data, thereby reinforcing alignment among instructional coaches, district math instructional leaders, school-based leaders, and teachers. These instructional walkthroughs and debriefs further built leaders' capacity to identify and support strong math instruction.

<b>Timing</b> (you may choose to use specific days/months or frequency)	<b>Participants</b>	<b>Name of PL</b> (either specific workshop title, coaching, etc) <b>and format</b> ( Virtual, in-person, hybrid)	<b>Description</b>
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August	Middle School teachers and Middle School and instructional leaders	Introduction to HQIM In-Person Workshop	Introduce pilot team teachers to the math vision. Establish the 'why' for shifting to new HQIM. Introduce teachers to the design of the curriculum and spend time unpacking the initial units and preparing for day 1.
Monthly	Middle School Teachers	Professional Learning In-person and virtual	Site based facilitation of job embedded support structures like lesson and unit study and student work analysis during teachers' common planning time. ConnectED designed sessions focused on using classroom video to investigate Math Language Routines or Instructional Practices. These sessions moved beyond foundational practices of implementing the curriculum towards utilizing the curriculum as an instrument to deepen disciplinary literacy for students with diverse learning needs.
Weekly	District math leaders	Coaching Virtual	Strategic planning aligned to HQIM implementation and scale.
Monthly	School Leaders and	In-person workshop	District PLC focusing on the Instructional

	math coaches	Coaching	Routines and coaching.
Twice Yearly	District math leaders and coaches	In-person retreat	We facilitated Mid and End of Year retreats to build shared definitions of strong implementation criteria and instructional design, to maximize opportunities for students to develop and use language.